Term Information

Effective Term	Spring 2023
Previous Value	*Spring 2013*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding the option of offering the course by DL in Spring and Summer terms.

What is the rationale for the proposed change(s)?

Students have responded positively to DL delivery for this course during the mandated migration to DL during the Covid-19 pandemic. We are trying to add scheduling flexibility for our undergraduate students, and adding DL offerings of this course will contribute to that effort.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We are planning to build toward a fully DL program pathway for students who prefer a DL option to an in-person option. This course will contribute to that DL program, which is still several months away from being proposed.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Speech and Hearing Science
Fiscal Unit/Academic Org	Speech & Hearing - D0799
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5732
Course Title	Introduction to Aural Rehabilitation I
Transcript Abbreviation	Aur Rehab 1
Course Description	Assessment and management of communication disorders associated with hearing loss.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 8 Week
Previous Value	*14 Week, 12 Week*
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 4540, or permission of instructor.
Previous Value	*Prereq: 4540 (540), or permission of instructor.*
Exclusions	
Previous Value	Not open to students with credit for 734.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.0202
Subsidy Level	Doctoral Course
Intended Rank	Senior, Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	• Be aware of the impact hearing loss can have on speech and language learning.
	• Be familiar with the basic function of modern hearing aids, auditory training systems and cochlear implants.
	• Have an increased awareness of how amplification systems benefit the hearing impaired user.
	• Be familiar with the basic assessments used with individuals who have a communication disorder secondary to hearing loss.
	• Be familiar with the client-centered care approach and why it is important when providing audiologic rehabilitation.
Previous Value	• *Describe the importance of audition and vision in communication, and the inter-relationship between the two*
	• *Describe the effects of hearing loss on speech and language development in children and the necessity of early identification of hearing loss in children*
	• *Explain the educational, vocational, social, and psychological effects of hearing loss across the lifespan*
	• *Discuss the types and uses of hearing aids and other assistive devices*
	• *Describe the basic operation of a cochlear implant*
Content Topic List	• Hearing
	• Human communication
	• Pediatric hearing loss
	• Hearing aids/amplification
	• Cochlear implants
Sought Concurrence	No

Attachments

- SPHHRNG 5732 SP '23_DL.docx: Spring semester DL syllabus

  (Syllabus. Owner: Bielefeld,Eric Charles)

- SPHHRNG SU '23_DL 8 week syllabus.docx: Summer term DL syllabus

  (Syllabus. Owner: Bielefeld,Eric Charles)

- SPHHRNG 5732 DL Spring semester cover sheet- signed.pdf: ASC ODE cover sheet

  (Other Supporting Documentation. Owner: Bielefeld,Eric Charles)

- SPHHRNG 5732 DL Summer 8-week cover sheet - signed.pdf: ASC ODE cover sheet

  (Other Supporting Documentation. Owner: Bielefeld,Eric Charles)

- SPHHRRG 5732 AU '21.docx: In-person syllabus

  (Other Supporting Documentation. Owner: Bielefeld,Eric Charles)

- SPHHRNG 5732 SP '23_DL.docx: Revised Spring semester DL syllabus

  (Syllabus. Owner: Bielefeld,Eric Charles)

Comments

- The requirement for attending synchronous sessions versus optional office hours has been clarified on the syllabus.

  For the recommendations: Proctorio has been removed, the exams are now explicitly listed as open-book/open-note, and the day/times of the synchronous meetings for the course are listed on the first page of the syllabus.

  Thanks! *(by Bielefeld,Eric Charles on 02/23/2022 12:00 PM)*

- Please see Panel feedback e-mail sent to the department on 02/14/22. *(by Cody,Emily Kathryn on 02/14/2022 08:35 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bielefeld,Eric Charles	01/24/2022 04:14 PM	Submitted for Approval
Approved	Fox,Robert Allen	01/24/2022 07:35 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/26/2022 10:20 AM	College Approval
Revision Requested	Cody,Emily Kathryn	02/14/2022 08:35 PM	ASCCAO Approval
Submitted	Bielefeld,Eric Charles	02/23/2022 12:02 PM	Submitted for Approval
Approved	Fox,Robert Allen	02/23/2022 12:22 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/23/2022 01:30 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/23/2022 01:30 PM	ASCCAO Approval

Speech and Hearing Science 5732
Audiologic Rehabilitation
Online
Spring 2023

Instructor

Julie Hazelbaker, Ph.D.
Clinical Assistant Professor
Speech and Hearing Science
127 Pressey Hall, 1070 Carmack Road
Columbus, OH 43210; 614-292-1281 Office
hazelbaker.22@osu.edu pronouns: she/her/hers

Synchronous meeting times: Tuesdays 12:45-2:05 PM

Office Hours: Wednesdays, 2pm-4pm EST, via Zoom or in person.

Prerequisites

SPHHRNG 4540: Introduction to Audiology or instructor permission

Course description

This course is designed to provide students with an in-depth introduction to audiologic rehabilitation. The course deals with the various aspects of auditory rehabilitation as it relates to children and adults with hearing loss.

Course learning outcomes

By the end of the session each student will:
1. Be aware of the impact hearing loss can have on speech and language learning.

2. Be familiar with the basic function of modern hearing aids, auditory training systems and cochlear implants.

3. Have an increased awareness of how amplification systems benefit the hearing impaired user.

4. Be familiar with the basic assessments used with individuals who have a communication disorder secondary to hearing loss.

5. Be familiar with the client-centered care approach and why it is important when providing audiologic rehabilitation.

How this online course works

Mode of delivery: This course is 100% online. There will be no meetings that require you to be physically on campus at any point.

Pace of online activities: The course will be administered with a combination of synchronous and asynchronous components. Also, I am more than willing to meet via zoom (synchronously) for office hours or in-person, if preferred and deemed safe by public health guidelines. PowerPoint slides will coincide with synchronous lectures and asynchronous recordings and will be posted for students to review in the Modules section of Carmen. Synchronous Zoom meetings will happen every Tuesday class period, 12:45-2:05pm EST.

For all Thursday class sessions, recorded lectures will be posted in Carmen in Announcements (PowerPoint slides in Modules section). Students may listen to these recordings when it is convenient for them, however, it is expected that students will stay on schedule with the course schedule.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (quizzes, reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in**: **at least twice each week**
  Because this class is being taught online, I expect that you will be logging in to the course in Carmen at least twice each week, including

weeks with holidays. During most weeks you will probably log in **many** times.

- **Completing online quizzes and exams**: **ONCE PER WEEK**
  Most weeks, you will have a quiz or exam due. On weeks with no quiz or exam, you will be expected to post a comment or a question in the Discussion section of Carmen.

- **Live sessions**: **REQUIRED**

  Live, scheduled events for the course are required and attendance will be tracked. All Powerpoint presentations are posted in the Modules section of Carmen for students to access to prepare for the live sessions.

- **Office hours**: **OPTIONAL**
  Attendance at my office hours is recommended, but not required.

- **Participating in discussion forums**: **OPTIONAL**
  Feel free to post a comment or a question in the Discussion section of Carmen at any time. This will allow all students to view the questions and answers and create a forum for conversations and discussions among students about course content.

Course materials and Technologies

Textbook:
Schow, R.L. and Nerbonne, M.A. (2018), *Introduction to Audiologic Rehabilitation*, 7th edition, Pearson Allyn and Bacon.

Accompanying web site for text book:
http://www.isu.edu/csed/audiology/rehab/

Course technology

The course will be conducted using Carmen. Carmen is an integrated set of web course tools that can be used to teach classes delivered entirely online. You will be able to log into the course at http://carmen.osu.edu.

Technology Support

If you experience problems, contact the HELP staff **first.** They are far more knowledgeable about interfacing with Carmen than I am. If you are new to online coursework and would like to make sure you are prepared, feel free to use OSU's Online Readiness Tool at https://readiness.osu.edu/ This may help you prevent any issues before they occur.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course
- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki

Necessary equipment
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software
- Microsoft Office 365 ProPlus All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - o Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - o Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found https://ocio.osu.edu/kb04733.

Carmen

I will primarily be using 5 tabs/features within the course. 1. The **Announcements** tab will contain the syllabus, the links to the recorded lectures, and anything I'd like to convey to the whole group throughout the course. 2. Powerpoint "lectures" and assigned articles will be in the

Modules tab. 3. To access quizzes and exams, use the **Quizzes** tab. 4. Please post any questions or comments in the **Discussions** section. This will allow all students to benefit from responses or discussions generated on the course material. 5. Your grades will be visible in the **Grades** tab. The paper rubric will be in the **Assignments** tab and will also be used to turn in your paper. Feel free to email me at any time, at hazelbaker.22@osu.edu with questions or meet with me on Zoom during office hours.

Organization

I will not follow the textbook exactly-see the assigned readings section in this document. The quizzes and exams will cover material in lecture topics and in assigned readings. Course content will be available via PowerPoint presentations and recorded lectures posted on Carmen. Assigned readings should be completed prior to attending the Zoom meetings or listening to the posted lectures. Your grade will be based on 5 quizzes (6 quizzes will be administered, but the lowest quiz grade will be dropped), 3 exams, and one paper. The multiple-choice quizzes and exams will be administered via Carmen.

Grading and Instructor Response

Grading:
There will be six, 20-point quizzes administered on Carmen. Your grade will only be based on five quizzes, the lowest one will be dropped. You will have 20 minutes to complete your quizzes using your notes and textbook. Quiz due dates are listed below and in the course schedule. These dates are when quizzes must be COMPLETED. Students will also complete a 4-5 page paper on audiologic rehabilitation. Three 50 question multiple choice exams will be given. You will have 80 minutes to complete your exams. Exam dates are listed in the course schedule below. *No make-up quizzes or exams will be given.*

How your grade is calculated:
1. 6 quizzes   100 points (20 pts.each, lowest score dropped)
2. Exam 1   100 points
3. Exam 2   100 points
4. Exam 3   100 points
5. 2-4 page paper   50 points (rubric posted in Carmen)
6. Attendance at
     weekly meetings   50 points
                               500 points possible

<u>**Quiz and Exam Dates:**</u>
(also see the full course schedule at the end of this document)

- Quiz 1 (Covers lectures 1-2): Completed and submitted by 11:59 pm EST, January 18

- Quiz 2 (Covers lectures 5-8): Completed and submitted by 11:59 pm EST, January 31

- Exam 1 (Covers lectures 1-8): Completed and submitted by 11:59pm EST, February 7

- Quiz 3 (Covers lectures 9-10): Completed and submitted 11:59 pm EST, February 14

- Quiz 4 (Covers lectures 11-14): Completed and submitted 11:59 pm EST, February 28

- Exam 2 (Covers lectures 9-14): Completed and submitted by 11:59pm EST, March 8

- Quiz 5 (Covers lectures 15-17): Completed and submitted by 11:59 pm EST, March 28

- Quiz 6 (Covers lectures 18-20): Completed and submitted by 11:59 pm EST, April 11

- Paper due (upload in Assignments tab in Carmen): April 12

- Exam 3 (Emphasizes lectures 15-20 and articles): Completed and submitted by 11:59 pm EST, April 26

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-

77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Quizzes & Exams

Quizzes Description
- Supplemental information (not in book) will also be added into the PowerPoint topics. This information posted is "fair game" for quizzes and exams, even if it's not specifically in your book.
- Quizzes must be completed by the date listed in the schedule. Quizzes are available in Carmen and can be accessed by clicking "quizzes" in the toolbar.
- <mark>Quizzes</mark> must be completed on Carmen prior to the 'end' date and time. The 'end' time will always be **by 11:59 pm EST on the specified date**.
- Once you start a quiz on Carmen you will have only 20 minutes to complete it. Quizzes cannot be submitted late.

Academic Integrity and Collaboration

Quizzes are open book/open notes, but each student must completed the quiz independently. Collaboration or consultation with other students during the quizzes is not permitted.

Exams Description
- Exams must be completed by the date listed in the schedule. Exams are available in Carmen and can be accessed by clicking "quizzes" in the toolbar.
- <mark>Exams</mark> will be posted a few days before the date listed on the schedule and must be completed on Carmen prior to the 'end' date and time. The 'end' time for exams is **11:59pm EST on the specified date**.

Academic Integrity and Collaboration

Exams are open book/open notes, but you must complete the exams yourself, without any external help or communication.

Paper Assignment Description

- Students will complete 2-4 page paper on audiologic rehabilitation.

- The rubric will be posted in Carmen

- Students will upload their completed paper in Carmen, as well.

Academic Integrity and Collaboration

Students are expected to use external resources, such as the textbook, websites, and research articles. All resources used must be cited properly in the paper and bibliography. Collaboration or consultation with other students about the paper is permitted, but each student's paper must be written in their own words and express their own unique ideas.

Faculty feedback and response time

You can call **614-688-HELP** at any time if you have a technical problem.

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Zoom

I will be available for live Zoom office hours on Wednesdays from 2-4pm EST. Please email me and let me know you would like to meet via Zoom.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to write emails or class discussion posts as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online or in emails.

Student academic services

Student academic services offered on the OSU main campus http://advising.osu.edu/welcome.shtml.

Student support services

Student support services offered on the OSU main campus http://ssc.osu.edu.

Academic Integrity Policy

Policies for this online course
- **Quizzes and exams**: You must complete the quizzes and exams yourself, without any external help or communication.
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Ohio State's Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the

Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

•   Committee on Academic Misconduct web page (go.osu.edu/coam)
•   Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Course Schedule

Week	Lecture Topics & Required Actions/Quizzes/Exam Due Dates
Week 1	Tuesday, January 11 – Live Zoom meeting - Lecture 1 Thursday, January 13 – Listen to recording - Lecture 2
Week 2	Tuesday, January 18 – Live Zoom meeting - Lectures 3 & 4 Quiz 1 due (not due on Monday due to holiday) Thursday, January 20– Listen to recording – Amplification lecture
Week 3	Tuesday, January 25 – Live Zoom meeting - Amplification

Thursday, January 27– Listen to recording – Amplification

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Week 4	Monday, January 31 – Quiz 2 due
	Tuesday, February 1 – Live Zoom meeting – Review for Exam 1
	Thursday, February 3– Exam 1 Open

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Week 5	Monday, February 7 – Exam 1 due
	Tuesday, February 8 – Live Zoom meeting – Lecture 9
	Thursday, February 10– Listen to recording – Lecture 10

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Week 6	Monday, February 14 – Quiz 3 due
	Tuesday, February 15 – Live Zoom meeting – Lecture 11
	Thursday, February 17 – Listen to recording – Lecture 12

Week | **Lecture Topics & Required Actions/Quizzes/Exam Due Dates**

| Week 7 | Tuesday, February 22 – Live Zoom meeting – Lecture 13 |
| | Thursday, February 24– Listen to recording – Lecture 14 |

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Week 8	Monday, February 28 – Quiz 4 due
	Tuesday, March 1 – Live Zoom meeting – review for Exam 2
	Thursday, March 3– Listen to recording of a guest lecturer, who will discuss her son and his congenital hearing loss; Exam 2 Open

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| Week 9 | Tuesday, March 8 – Exam 2 due |
| | Thursday, March 10– Listen to recording – Lecture 15 |

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| Week 10 | Tuesday, March 15 – Spring Break |
| | Thursday, March 17– Spring Break |

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| Week 11 | Tuesday, March 22 – Live Zoom – Lecture 16 (& review Lecture 15) |
| | Thursday, March 24 – Listen to recording – Lecture 17 |

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| Week 12 | Monday, March 28 – Quiz 5 due |
| | Tuesday, March 29 – Live Zoom meeting – Lecture 18 |

Thursday, March 31– Read Articles Posted in Carmen

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Week 13   Tuesday, April 5 – Live Zoom meeting – Article Review

Thursday, April 7– Listen to recording – Lectures 19 and 20

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Week 14   Monday, April 11 – Quiz 6 due

Tuesday, April 12 – No Zoom meeting, Paper due – upload to Carmen

Thursday, April 13 – Catch up on listening to any recorded lectures

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Week 15   Tuesday, April 19 – Live Zoom meeting – Review for Exam 3 & Wrap-up of the course

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Week 15   Thursday, April 21 – Exam 3 Open
& Finals
Week   Tuesday, April 26 – Exam 3 Due

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Textbook* and Article Reading Assignments for each Topic:

*Schow, R.L. and Nerbonne, M.A. (2018), Introduction to Audiologic Rehabilitation, 7th edition, Pearson Allyn and Bacon.

Introduction to AR (Lecture 1)

Chapter 1: Overview of Audiologic Rehabilitation

Audiologic Terms, Assessment & Audiogram Interpretation (Lecture 2)

Review from Introduction to Audiology

Speech Acoustics and Speech Testing (Lecture 3)

Chapter 4: Auditory Stimulation in Communication
Read from the beginning of the chapter through page 104

Amplification: Hearing Aids (Lectures 4, 5, 6, 7, 8)

Chapter 2: Hearing Aids and Hearing Assistive Technologies, pages 33-57

Read the following sections in the Hearing aids chapter: Introduction, Hearing aid components, Hearing aid styles, The earmold, Who is a hearing aid candidate?, Hearing aid fitting protocol, Hearing aid orientation, Pediatric fittings, Special fittings, Cochlear and Brainstem Implants

Chapter 6: Language and Speech of the Deaf and Hard of Hearing

Read from the bottom of page 170 (Hearing as the foundation for speech and language) to page 174

Chapter 9: Audiologic Rehabilitation for Children

Read pages 265-267, the section titled Audibility, Amplification and Assistive Device Issues

Chapter 10: Audiologic Rehabilitation Across the Adult Life Span: Assessment and Management

Read pages 383-384 (Appendices A and B: HIO Basics and CLEAR), pages 327-353, and stop when you get to the section, Individual Orientation

Cochlear Implants (Lecture 9)

Chapter 3: Cochlear Implants

Assistive Listening Devices (Lecture 10)

Chapter 2: Hearing Aids and Hearing Assistive Technologies

Read pages 57-67, the section titled, Hearing assistive technology or when a hearing aid may not be enough, thru the end of the chapter.

Tinnitus and Vestibular Rehabilitation (Lecture 11)

Chapter 10: Audiologic Rehabilitation Across the Adult Life Span: Assessment and Management

Read the section titled, Other Important Issues in the Scope of AR Practice, pages 361 through the end of the chapter

Room Acoustics (Lecture 12)

Chapter 8: Audiologic Rehabilitation Services in the School Setting

Read page 228, section titled, Evaluation and modification of classroom acoustics

Chapter 9: Audiologic Rehabilitation for Children

Read pages 290-292, the section titled Assistive listening devices and classroom acoustics.

Auditory Training (Lecture 13)

Chapter 4: Auditory Stimulation in Communication

Read pages 105-126, start with the section: The auditory training process and read thru the end of the chapter.

Chapter 9: Audiologic Rehabilitation for Children

Start with the section titled, Remediation of Communication Activity, pages 267-281.

Visual Stimuli in Communication (Lecture 14)

Chapter 5: Visual Stimuli in Communication

Language and Speech Characteristics of HI (Lecture 15)

Chapter 6: Language and Speech of the Deaf and Hard of Hearing

Read pages 174-193, start with the section, Factors Affecting Speech and Language Acquisition, and read thru the end of the chapter.

Chapter 7: Psychosocial Aspects of Hearing Loss and Counseling Basics

Read pages 195-205, start at the beginning of the chapter and stop after reading "Deafness with a Capital D"

Educational Mgmt. of HI (Lecture 16)

Chapter 8: Audiologic Rehabilitation Services in the School Setting, pages 217-243.

Psychosocial Effects of HL and Counseling (Lecture 17)

Chapter 7: Psychosocial Aspects of Hearing Loss and Counseling Basics

Read pages 205-216, start with the section Knowing is not Enough: Counseling Basics and read thru the end of the chapter.

Chapter 9: Audiologic Rehabilitation for Children

Read pages 281-306, starting with the section Counseling and Psychosocial Aspects and read to the end of the chapter (skip pgs. 290-292 since you already read that for Topic 8).

Aging, Considerations when working with Elderly Patients and AR for Older Adults (Lectures 18-20)

Chapter 10: Audiologic Rehabilitation Across the Adult Life Span: Assessment and Management, read pages 307-327 and pages 353-361.

Chapters 11 and 12 contain case studies. These are not required reading, however, they are interesting and will help you better understand the implementation of AR with children and adults and will help you correctly answer exam questions.

Accessibility accommodations for students with disabilities

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video

- **CarmenZoom accessibility (go.osu.edu/zoom-accessibility)**

- **Collaborative course tools**

Your mental health!

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

Speech and Hearing Science 5732
Audiologic Rehabilitation
Autumn 2021

Instructor

Julie Hazelbaker, Ph.D.
Clinical Assistant Professor
Speech and Hearing Science
127 Pressey Hall, 1070 Carmack Road
Columbus, OH 43210; 614-292-1281 Office
hazelbaker.22@osu.edu pronouns: she/her/hers

Course Meetings: In person. Tuesdays & Thursdays, 110 Ramseyer Hall, 12:45-2:05pm

Office Hours: Wednesdays, 1pm-3pm EST (by appointment), in person at Pressey Hall or via zoom.

Course description

This in-person course is designed to provide students with an in-depth introduction to audiologic rehabilitation. The course deals with the various aspects of auditory rehabilitation as it relates to children and adults with hearing loss.

Course learning outcomes

By the end of the session each student will:
1. Be aware of the impact hearing loss can have on speech and language learning.
2. Be familiar with the basic function of modern hearing aids, auditory training systems and cochlear implants.

3. Have an increased awareness of how amplification systems benefit the hearing-impaired user.
4. Be familiar with the basic assessments used with individuals who have a communication disorder secondary to hearing loss.
5. Be familiar with the client-centered care approach and why it is important when providing audiologic rehabilitation.

Course materials

<u>Textbook</u>:
Schow, R.L. and Nerbonne, M.A. (2018), *Introduction to Audiologic Rehabilitation*, 7th edition, Pearson Allyn and Bacon.

Accompanying web site for text book:
http://www.isu.edu/csed/audiology/rehab/

Course technology

The course will consist of two in-person lectures each week, with accompanying PowerPoints posted in Carmen. Carmen is an integrated set of web course tools that can be used to teach classes delivered entirely online. You will be able to log into the course at http://carmen.osu.edu. If you experience problems, contact the HELP staff **first.** They are far more knowledgeable about interfacing with Carmen than I am. If you are new to online coursework and would like to make sure you are prepared, feel free to use OSU's Online Readiness Tool at https://readiness.osu.edu/ This may help you prevent any issues before they occur.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found https://ocio.osu.edu/kb04733.

Carmen

I will primarily be using 5 tabs/features within the course page. 1. The **Announcements** tab will contain the syllabus and anything I'd like to convey to the whole group throughout the course. 2. PowerPoint "lectures" and assigned articles will be in the **Modules** tab. 3. To access quizzes, use the **Quizzes** tab. 4. Please post any questions or comments in the **Discussions** section. This will allow all students to benefit from responses or discussions generated on the course material. 5. Your grades will be visible in the **Grades** tab. Your paper assignment (and the rubric) will be in the **Assignments** tab. Feel free to email me at any time, at hazelbaker.22@osu.edu with questions.

Organization

I will not follow the textbook exactly, see the assigned readings at the end of this document. The quizzes and exams will cover material in lecture topics and in assigned readings. Your grade will be based on 5 quizzes, 3 exams, and one paper.

Assignment information

Grading:
There will be six, 20-point quizzes administered on Carmen. You will have 20 minutes to complete your quizzes using your notes and textbook. Quiz due dates are listed below and in the course schedule. These dates are when quizzes must be COMPLETED in order to be counted. Only 5 quizzes (100 points) will be counted toward your final grade. The lowest quiz score will be dropped. Three 50 question multiple choice exams will be given. You will have 80 minutes to complete your exams. Exam dates are listed in the course schedule below. One 2-4 page pager will be assigned (worth 50 points).

Quiz and Exam Dates:
(also see the full course schedule at the end of this document)

- Quiz 1 (Covers lectures 1-4): Completed and submitted in Carmen by 11:59 pm EST, August 30

- Quiz 2 (Covers lectures 5-8): Completed and submitted in Carmen by 11:59 pm EST, September 13

- Exam 1 (Covers lectures 1-8): In Class September 21

- Quiz 3 (Covers lectures 9-11): Completed and submitted in Carmen by 11:59 pm EST, October 4

- Quiz 4 (Covers lectures 12-13): Completed and submitted in Carmen by 11:59 pm EST, October 11

- Exam 2 (Covers lectures 9-14): In Class October 21

- Quiz 5 (Covers lectures 15-16): Completed and submitted in Carmen by 11:59 pm EST, November 8

- Quiz 6 (Covers lectures 18-19): Completed and submitted in Carmen by 11:59 pm EST, November 22

- Paper due. Must be submitted in Carmen by 11:59pm December 2

- Exam 3 (Emphasizes lectures 15-21): In Class December 7

Breakdown of Grades:
1. 6 quizzes   100 points (20 pts.each, lowest score dropped)
2. Exam 1   100 points
3. Exam 2   100 points
4. Exam 3   100 points
5. 2-4 page paper   50 points
                      450 points possible

Grading scale
93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Quizzes & Exams

- Supplemental information (not in book) will also be added into the PowerPoint topics and discussed in class. This information is "fair game" for quizzes and exams, even if it's not specifically in your book.
- Quizzes must be completed by the date listed in the schedule. Quizzes are available in Carmen and can be accessed by clicking "quizzes" in the toolbar.
- Quizzes must be completed in Carmen prior to the 'end' date and time. The 'end' time will always be **by 11:59 pm EST on the specified date**.
- Quizzes are (obviously) open book/open notes, however, once you start a quiz on Carmen you will have only 20 minutes to complete it.
- The paper rubric will be posted on Carmen in October and must be submitted by **11:59pm EST on December 2**.
- Exams will be in person, during class time.

Faculty feedback and response time

You can call **614-688-HELP** at any time if you have a technical problem.

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Zoom

I will be available for synchronous Zoom office hours on Wednesdays from 1-3pm EST. Please email me and let me know you would like to meet via Zoom.

In-person Meetings/Office Hours:

I will be in my office (127 Pressey Hall) for office hours on Wednesdays, 1-3pm. However, feel free to email me if you'd like to schedule an alternative in-person meeting day/time.

Attendance, participation, and discussions

- **In person class sessions**:
  I will not be taking class attendance. However, it is **highly** recommended that students attend the in-person sessions. All PowerPoint presentations are posted in the Modules section of Carmen for students to access.
- **Participating in discussion forums**:
  Feel free to post a comment or a question in the Discussion section of Carmen. This will allow all students to view the questions and answers and create a forum for conversations and discussions among students about course content.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to write emails or class discussion posts as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online or in emails.

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Student support services

Student support services offered on the OSU main campus
http://ssc.osu.edu.

Academic Integrity Policy

Policies for this course

- **Quizzes**: You must complete all quizzes yourself, without any external help or communication.

- **Written assignments**: Your written assignments, such as your paper and including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Ohio State's Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Course Schedule

Week	Lecture Topics & Required Actions/Quizzes/Exam Due Dates
Week 1	Tuesday, August 24 – Lecture 1
	Thursday, August 26 – Lecture 2
Week 2	Monday, August 30 – Quiz 1 due
	Tuesday, August 31 –Lectures 3 & 4
	Thursday, September 2 – Amplification lecture
Week 3	Tuesday, September 7 – Amplification
	Thursday, September 9 – Amplification lecture
Week 4	Monday, September 13 – Quiz 2 due
	Tuesday, September 14 – Complete Amplification
	Thursday, September 16 – Review for Exam 1
Week 5	Tuesday, September 21 – Exam 1 (Lectures 1-8)
	Thursday, September 23 – Lecture 9
Week 6	Tuesday, September 28 – Lecture 10
	Thursday, September 30 – Lecture 11
Week 7	Monday, October 4 – Quiz 3 due
	Tuesday, October 5 – Lecture 12
	Thursday, October 7 – Lecture 13
Week 8	Monday, October 11 – Quiz 4 due
	Tuesday, October 12 – Lecture 14
	Thursday, October 14 – Fall Break

Week	Lecture Topics/Quizzes/Exam Due Dates
Week 9	Tuesday, October 19 – Review for Exam 2 Thursday, October 21– Exam 2 (Lectures 9-14)
Week 10	Tuesday, October 26 – Guest: Jenny Golowin Thursday, October 28 – No Class
Week 11	Tuesday, November 2 – Lecture 15 Thursday, November 4 – Lecture 16
Week 12	Monday, November 8 – Quiz 5 due Tuesday, November 9 –Lecture 17 Thursday, November 11– Veteran's Day
Week 13	Tuesday, November 16 – Lecture 18 Thursday, November 18 – Lecture 19
Week 14	Monday, November 22 – Quiz 6 due Tuesday, November 23 – Lecture 20 Thursday, November 25 – Happy Thanksgiving!
Week 15 & Finals Week	Tuesday, November 30 – Article Review Thursday, December 2 – Exam 3 Review and Paper Due Tuesday, December 7 – Exam 3

Textbook* and Article Reading Assignments for each Topic:

*Schow, R.L. and Nerbonne, M.A. (2018), Introduction to Audiologic Rehabilitation, 7th edition, Pearson Allyn and Bacon.

Introduction to AR (Lecture 1)

Chapter 1: Overview of Audiologic Rehabilitation

Audiologic Terms, Assessment & Audiogram Interpretation (Lecture 2)

Review from Introduction to Audiology

Speech Acoustics and Speech Testing (Lecture 3)

Chapter 4: Auditory Stimulation in Communication
Read from the beginning of the chapter through page 104

Amplification: Hearing Aids (Lectures 4, 5, 6, 7, 8)

Chapter 2: Hearing Aids and Hearing Assistive Technologies, pages 33-57

Read the following sections in the Hearing aids chapter: Introduction, Hearing aid components, Hearing aid styles, The earmold, Who is a hearing aid candidate?, Hearing aid fitting protocol, Hearing aid orientation, Pediatric fittings, Special fittings, Cochlear and Brainstem Implants

Chapter 6: Language and Speech of the Deaf and Hard of Hearing

Read from the bottom of page 170 (Hearing as the foundation for speech and language) to page 174

Chapter 9: Audiologic Rehabilitation for Children

Read pages 265-267, the section titled Audibility, Amplification and Assistive Device Issues

Chapter 10: Audiologic Rehabilitation Across the Adult Life Span: Assessment and Management

Read pages 383-384 (Appendices A and B: HIO Basics and CLEAR), pages 327-353, and stop when you get to the section, Individual Orientation

Cochlear Implants (Lecture 9)

Chapter 3: Cochlear Implants

Assistive Listening Devices (Lecture 10)

Chapter 2: Hearing Aids and Hearing Assistive Technologies

Read pages 57-67, the section titled, Hearing assistive technology or when a hearing aid may not be enough, thru the end of the chapter.

Tinnitus and Vestibular Rehabilitation (Lecture 11)

Chapter 10: Audiologic Rehabilitation Across the Adult Life Span: Assessment and Management

Read the section titled, Other Important Issues in the Scope of AR Practice, pages 361 through the end of the chapter

Room Acoustics (Lecture 12)

Chapter 8: Audiologic Rehabilitation Services in the School Setting

Read page 228, section titled, Evaluation and modification of classroom acoustics

Chapter 9: Audiologic Rehabilitation for Children

Read pages 290-292, the section titled Assistive listening devices and classroom acoustics.

<u>Auditory Training (Lecture 13)</u>

<u>Chapter 4</u>: Auditory Stimulation in Communication

Read pages 105-126, start with the section: The auditory training process and read thru the end of the chapter.

<u>Chapter 9</u>: Audiologic Rehabilitation for Children

Start with the section titled, Remediation of Communication Activity, pages 267-281.

<u>Visual Stimuli in Communication (Lecture 14)</u>

Chapter 5: Visual Stimuli in Communication

<u>Language and Speech Characteristics of HI (Lecture 15)</u>

<u>Chapter 6</u>: Language and Speech of the Deaf and Hard of Hearing

Read pages 174-193, start with the section, Factors Affecting Speech and Language Acquisition, and read thru the end of the chapter.

<u>Chapter 7</u>: Psychosocial Aspects of Hearing Loss and Counseling Basics

Read pages 195-205, start at the beginning of the chapter and stop after reading "Deafness with a Capital D"

<u>Educational Mgmt. of HI (Lecture 16)</u>

Chapter 8: Audiologic Rehabilitation Services in the School Setting, pages 217-243.

Psychosocial Effects of HL and Counseling (Lecture 17)

Chapter 7: Psychosocial Aspects of Hearing Loss and Counseling Basics

Read pages 205-216, start with the section Knowing is not Enough: Counseling Basics and read thru the end of the chapter.

Chapter 9: Audiologic Rehabilitation for Children

Read pages 281-306, starting with the section Counseling and Psychosocial Aspects and read to the end of the chapter (skip pgs. 290-292 since you already read that for Topic 8).

Aging, Considerations when working with Elderly Patients and AR for Older Adults (Lectures 18-20)

Chapter 10: Audiologic Rehabilitation Across the Adult Life Span: Assessment and Management, read pages 307-327 and pages 353-361.

Chapters 11 and 12 contain case studies. These are not required reading, however, they are interesting and will help you better understand the implementation of AR with children and adults and will help you correctly answer exam questions.

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Speech and Hearing Science 5732D
Audiologic Rehabilitation
Online – 8-week course
Summer 2023

Instructor

Julie Hazelbaker, Ph.D.
Clinical Assistant Professor
Speech and Hearing Science
127 Pressey Hall, 1070 Carmack Road
Columbus, OH 43210; 614-292-1281 Office
hazelbaker.22@osu.edu pronouns: she/her/hers

Office Hours: Wednesday evenings, 7pm-9pm EDT, via email or zoom.

Prerequisites

SPHHRNG 4540: Introduction to Audiology or instructor permission

Course description

This course is designed to provide students with an in-depth introduction to audiologic rehabilitation. The course deals with the various aspects of auditory rehabilitation as it relates to children and adults with hearing loss.

Course learning outcomes

By the end of the session each student will:
1. Be aware of the impact hearing loss can have on speech and language learning.
2. Be familiar with the basic function of modern hearing aids, auditory training systems and cochlear implants.

3. Have an increased awareness of how amplification systems benefit the hearing impaired user.
4. Be familiar with the basic assessments used with individuals who have a communication disorder secondary to hearing loss.
5. Be familiar with the client-centered care approach and why it is important when providing audiologic rehabilitation.

How this online course works

Mode of delivery: This course is 100% online. There will be no meetings that require you to be physically on campus at any point.

Pace of online activities: Because students from multiple time zones and with many outside summer commitments are taking this course, the course will be administered asynchronously. However, I will be available to meet via zoom (synchronously) for office hours every week. PowerPoint lectures will be posted for students to review in the Modules section. Recorded zoom reviews of each topic will also be recorded and posted in Carmen in Announcements.

Credit hours and work expectations: This is a 3-credit-hour course delivered over an 8-week term. According to Ohio State policy (go.osu.edu/credithours), students should expect around 5.5 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 11 hours of homework (quizzes, reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in**: **at least twice each week**
  Because this class is being taught online, I expect that you will be logging in to the course in Carmen at least twice each week, including weeks with holidays. During most weeks you will probably log in **many** times.
- **Completing online quizzes and exams**: **ONCE PER WEEK**
  Most weeks, you will have a quiz or exam due. On weeks with no quiz or exam, you will be expected to post a comment or a question in the Discussion section of Carmen.
- **Office hours and live sessions**: **OPTIONAL**
  Any live, scheduled events for the course, including my office hours,

are recommended, but not required. I will not be taking attendance in live Zoom meetings and all PowerPoint presentations are posted in the Modules section of Carmen for students to access.

- **Participating in discussion forums**: **AT LEAST TWICE PER WEEK** A portion of your grade will depend on active participation in discussion board postings. You will be required to post one question or idea per week and post at least one response to another student's posts per week.

Course materials

Textbook:
Schow, R.L. and Nerbonne, M.A. (2018), *Introduction to Audiologic Rehabilitation*, 7th edition, Pearson Allyn and Bacon.

Accompanying web site for text book:
http://www.isu.edu/csed/audiology/rehab/

Course technology

The course will be conducted using Carmen. Carmen is an integrated set of web course tools that can be used to teach classes delivered entirely online. You will be able to log into the course at http://carmen.osu.edu.

Technology Support

If you experience problems, contact the HELP staff **first.** They are far more knowledgeable about interfacing with Carmen than I am. If you are new to online coursework and would like to make sure you are prepared, feel free to use OSU's Online Readiness Tool at https://readiness.osu.edu/ This may help you prevent any issues before they occur.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course
- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki

Necessary equipment
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software
- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
    o Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
    o Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found https://ocio.osu.edu/kb04733.

Carmen

I will primarily be using 5 tabs/features within the course. 1. The **Announcements** tab will contain the syllabus, the links to the recorded lectures, and anything I'd like to convey to the whole group throughout the course. 2. Powerpoint "lectures" and assigned articles will be in the **Modules** tab. 3. To access quizzes and exams, use the **Quizzes** tab. 4. Please post any questions or comments in the **Discussions** section. This will allow all students to benefit from responses or discussions generated on the course material. 5. Your grades will be visible in the **Grades** tab. The paper rubric will be in the **Assignments** tab and will also be used to turn in your paper. Feel free to email me at any time, at hazelbaker.22@osu.edu with questions or meet with me on Zoom during office hours.

Organization

There is A LOT of material to be read and completed in a very short amount of time. Please note--I will not follow the book exactly (see the assigned readings for each topic at the end of this document). The quizzes and exams will cover material in lecture topics and in assigned readings. Course content will be available via PowerPoint presentations and recorded Zoom reviews posted on Carmen. Assigned readings should be completed prior to reading the posted lectures or listening to Zoom recordings. You may work at your own pace, reading book chapters and power point lectures at your convenience and completing quizzes early, if you wish. However, exams will not be posted early. As previously stated, your grade will be based on 5 quizzes and 2 exams. The quizzes and exams will be administered via Carmen.

Grading and Instructor Response

Grading:
There will be five, 20-point multiple-choice quizzes administered on Carmen. You will have 20 minutes to complete your quizzes using your notes and textbook. Quiz due dates are listed below and in the course schedule. These dates are when quizzes must be COMPLETED in order to be counted. Two 100 point multiple choice and short answer exams will be given. You will have 90 minutes to complete your exams. This will likely not be enough time to reference notes or your book. Exam dates are listed in the course schedule below. *No make-up quizzes or exams will be given.* Students may choose to complete a 4-5 page paper to earn 20 points in extra credit. The instructions/rubric for this paper will be posted in the Assignments tab in Carmen.

How your grade is calculated:
1. Exam 1   150 points
2. 5 quizzes   100 points (20 points each)
3. Exam 2   150 points
4. 2-4 page paper   50 points (rubric posted in Carmen
5. Weekly discussion
   Board posts   50 points
                                   500 points possible

Quiz and Exam Dates:
(also see the full course schedule at the end of this document)
- Quiz 1 (Covers Topics 1 & 2): Completed and submitted by 11:59 pm EST, June 16

- Quiz 2 (Covers Topics 3 & 4): Completed and submitted by 11:59 pm EST, June 23

- Quiz 3 (Covers Topics 5 & 6): Completed and submitted 11:59 pm EST, June 30

- Exam 1 (Covers Topics 1-8):   Completed and submitted by 11:59pm EST, July 14

- Quiz 4(Covers Topics 11-13): Completed and submitted by 11:59 pm EST, July 21

- Quiz 5 (Covers Topics 14-16): Completed and submitted by 11:59 pm EST, July 28

- Exam 2 (Covers All Topics but emphasizes Topics 9-16): Completed and submitted by 11:59 pm EST, August 4

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Quizzes & Exams

Description of Quizzes
- Supplemental information (not in book) will also be added into the PowerPoint topics. This information posted is "fair game" for quizzes and exams, even if it's not specifically in your book.
- Quizzes must be completed by the date listed in the schedule. Quizzes are available in Carmen and can be accessed by clicking "quizzes" in the toolbar.

- <mark>Quizzes</mark> must be completed on Carmen prior to the 'end' date and time. The 'end' time will always be **by 11:59 pm EST on the specified date**.
- Once you start a quiz on Carmen, you will have only 20 minutes to complete it. You are welcome to complete quizzes ahead of schedule, however, quizzes cannot be submitted late. This is to keep you on track during this shortened semester.

Academic Integrity and Collaboration

Quizzes are open book/open notes, but each student must complete the quizzes independently. Collaboration or consultation with other students during quizzes is not permitted.

Description of Exams
- Exams must be completed by the date listed in the schedule. Exams are available in Carmen and can be accessed by clicking "quizzes" in the toolbar.
- <mark>Exams</mark> will be posted a few days before the date listed on the schedule and must be completed on Carmen prior to the 'end' date and time. The 'end' time for exams is <mark>**11:59pm EST on the specified date**</mark>.

Academic Integrity and Collaboration

Use of books, notes, websites, etc. are not permitted during exams. Proctorio lockdown software will be enabled to prevent students from using other sources for answers. Once you start an exam on Carmen you will have 80 minutes to complete it. Collaboration or consultation with other students during the exams is also not permitted.

Paper Assignment Description

- Students will complete 2-4 page paper on audiologic rehabilitation.
- The rubric will be posted in Carmen
- Students will upload their completed paper in Carmen, as well.

Academic Integrity and Collaboration

Students are expected to use external resources, such as the textbook, websites, and research articles. All resources used must be cited properly in the paper and bibliography. Collaboration or consultation with other

students about the paper is permitted, but each student's paper must be written in their own words and express their own unique ideas.

Discussion Board Assignment Description

- Students will post one question/idea/reaction related to each week's topics.

- Students will also post at least one response to another student's topic. More than one response post is certainly encouraged.

Academic Integrity and Collaboration

Students board posts must be written in their own words and express their own unique ideas.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For most assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Zoom

I will be available for live Zoom office hours on Wednesday evenings from 7-9pm EDT. Please email me and let me know you would like to meet via Zoom.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

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- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Ohio State's Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of

alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.
Other sources of information on academic misconduct (integrity) to which you can refer include:
• Committee on Academic Misconduct web page (go.osu.edu/coam)
• Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Course Schedule
Due dates are <u>firm</u> dates. You may work ahead, however, quizzes and exams will not be accepted after the dates listed.

Week	Lecture Topics & Required Actions/Quizzes/Exam Due Dates
Week 1	Topic 1: Introduction to AR

June 8   Article-Client Centered AR

Required Actions: Watch recorded Zoom discussion and review Topic 1 PowerPoint. Post a comment/question on the Carmen Discussion Board related to Topic 1 or Audiologic Rehabilitation, in general – Due June 14

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Week 2   Topic 2: Audiologic Terms, Assessment & Audiogram Interpretation
June 14

Required Actions: Watch recorded Zoom discussion and review Topic 2 PowerPoint. **Quiz 1** Due June 16.

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Week 3   Topic 3: Speech Acoustics and Speech Testing
June 21   Topic 4: Amplification

Required Actions: Watch recorded Zoom discussion and review PowerPoints for Topics 3 and 4. **Quiz 2** Due June 23.

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Week 4   Topic 5: Cochlear Implants
June 28   Topic 6: Assistive Listening Devices

Required Actions: Watch recorded Zoom discussion and review PowerPoints for Topics 5 & 6. **Quiz 3** Due June 30.

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Week	**Lecture Topics & Required Actions/Quizzes/Exam Due Dates**
Week 5	Topic 7: Tinnitus and Vestibular Assessment
July 5	Topic 8: Room Acoustics

Required Actions: Watch recorded Zoom discussion and review PowerPoints for Topics 7 and 8. Post a comment/question on the Carmen Discussion Board related to Topics 1-8 to review for the first exam – Due July 8

_____

Examination 1 due 11:59pm EST, Wednesday, July 14

_____

Week 6   Topic 9:   Auditory Training
July 12   Topic 10: Visual Stimuli in Communication

Required Actions: Complete **Exam 1** by 11:59pm EST, July 14. Watch recorded Zoom discussion and review PowerPoints for Topics 9 and 10.

_____

Week 7   Topic 11: Impacts of HL
July 19   Topic 12: Educational Mgmt. of HL
                Topic 13: Psychosocial Effects of HL & Counseling

Required Actions: Watch recorded Zoom discussion and review PowerPoints for Topics 11-13. **Quiz 4** Due July 21.

_____

Week 8   Topic 14: Influence of Aging
July 26   Topic 15: Barriers to Communication
             Topic 16: AR for Older Adults
             Article-Group AR

Required Actions: Watch recorded Zoom discussion and review PowerPoints for Topics 14-16. Read the article on Group AR. **Quiz 5** Due July 28. _
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Optional Paper (20 points) due 11:59pm EST, Monday, August 2
_____

Examination 2 due 11:59pm EST, Wednesday, August 4
_____

Textbook* and Article Reading Assignments for each Topic:

*Schow, R.L. and Nerbonne, M.A. (2018), Introduction to Audiologic Rehabilitation, 7th edition, Pearson Allyn and Bacon.

Introduction to AR (Topic 1)

Chapter 1: Overview of Audiologic Rehabilitation

Article-Client Centered AR (posted)

Article–Patient-Centered Care (posted)

Audiologic Terms, Assessment & Audiogram Interpretation (Topic 2)

Review from Introduction to Audiology

Speech Acoustics and Speech Testing (Topic 3)

Chapter 4: Auditory Stimulation in Communication
Read from the beginning of the chapter through page 104

Amplification: Hearing Aids (Topic 4)

Chapter 2: Hearing Aids and Hearing Assistive Technologies, pages 33-57

Read the following sections in the Hearing aids chapter: Introduction, Hearing aid components, Hearing aid styles, The earmold, Who is a hearing aid candidate?, Hearing aid fitting protocol, Hearing aid orientation, Pediatric fittings, Special fittings, Cochlear and Brainstem Implants

Chapter 6: Language and Speech of the Deaf and Hard of Hearing

Read from the bottom of page 170 (Hearing as the foundation for speech and language) to page 174

Chapter 9: Audiologic Rehabilitation for Children

Read pages 265-267, the section titled Audibility, Amplification and Assistive Device Issues

Chapter 10: Audiologic Rehabilitation Across the Adult Life Span: Assessment and Management

Read pages 383-384 (Appendices A and B: HIO Basics and CLEAR), pages 327-353, and stop when you get to the section, Individual Orientation

Cochlear Implants (Topic 5)

Chapter 3: Cochlear Implants

Assistive Listening Devices (Topic 6)

Chapter 2: Hearing Aids and Hearing Assistive Technologies

Read pages 57-67, the section titled, Hearing assistive technology or when a hearing aid may not be enough, thru the end of the chapter.

Tinnitus and Vestibular Rehabilitation (Topic 7)

Chapter 10: Audiologic Rehabilitation Across the Adult Life Span: Assessment and Management

Read the section titled, Other Important Issues in the Scope of AR Practice, pages 361 through the end of the chapter

Room Acoustics (Topic 8)

Chapter 8: Audiologic Rehabilitation Services in the School Setting

Read page 228, section titled, Evaluation and modification of classroom acoustics

Chapter 9: Audiologic Rehabilitation for Children

Read pages 290-292, the section titled Assistive listening devices and classroom acoustics.

Auditory Training (Topic 9)

Chapter 4: Auditory Stimulation in Communication

Read pages 105-126, start with the section: The auditory training process and read thru the end of the chapter.

Chapter 9: Audiologic Rehabilitation for Children

Start with the section titled, Remediation of Communication Activity, pages 267-281.

Visual Stimuli in Communication (Topic 10)

Chapter 5: Visual Stimuli in Communication

Language and Speech Characteristics of HI (Topic 11)

Chapter 6: Language and Speech of the Deaf and Hard of Hearing

Read pages 174-193, start with the section, Factors Affecting Speech and Language Acquisition, and read thru the end of the chapter.

Chapter 7: Psychosocial Aspects of Hearing Loss and Counseling Basics

Read pages 195-205, start at the beginning of the chapter and stop after reading "Deafness with a Capital D"

Educational Mgmt. of HI (Topic 12)

Chapter 8: Audiologic Rehabilitation Services in the School Setting, pages 217-243.

Psychosocial Effects of HL and Counseling (Topic 13)

Chapter 7: Psychosocial Aspects of Hearing Loss and Counseling Basics

Read pages 205-216, start with the section Knowing is not Enough: Counseling Basics and read thru the end of the chapter.

Chapter 9: Audiologic Rehabilitation for Children

Read pages 281-306, starting with the section Counseling and Psychosocial Aspects and read to the end of the chapter (skip pgs. 290-292 since you already read that for Topic 8).

Aging, Considerations when working with Elderly Patients and AR for Older Adults (Topics 14, 15, 16)

Chapter 10: Audiologic Rehabilitation Across the Adult Life Span: Assessment and Management, read pages 307-327 and pages 353-361.

Article-Group AR (posted)

Chapters 11 and 12 contain case studies. These are not required reading; however, they are interesting and will help you better understand the implementation of AR with children and adults and will help you correctly answer exam questions.

Accessibility accommodations for students with disabilities

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

● Canvas accessibility (go.osu.edu/canvas-accessibility)

● Streaming audio and video

- **CarmenZoom accessibility (go.osu.edu/zoom-accessibility)**

- **Collaborative course tools**

Your mental health!

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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For Permanent DL/DH Approval | College of Arts and Sciences

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Additional comments (optional):

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Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

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